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ELED 390

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Personal Identity through Culture/Family History

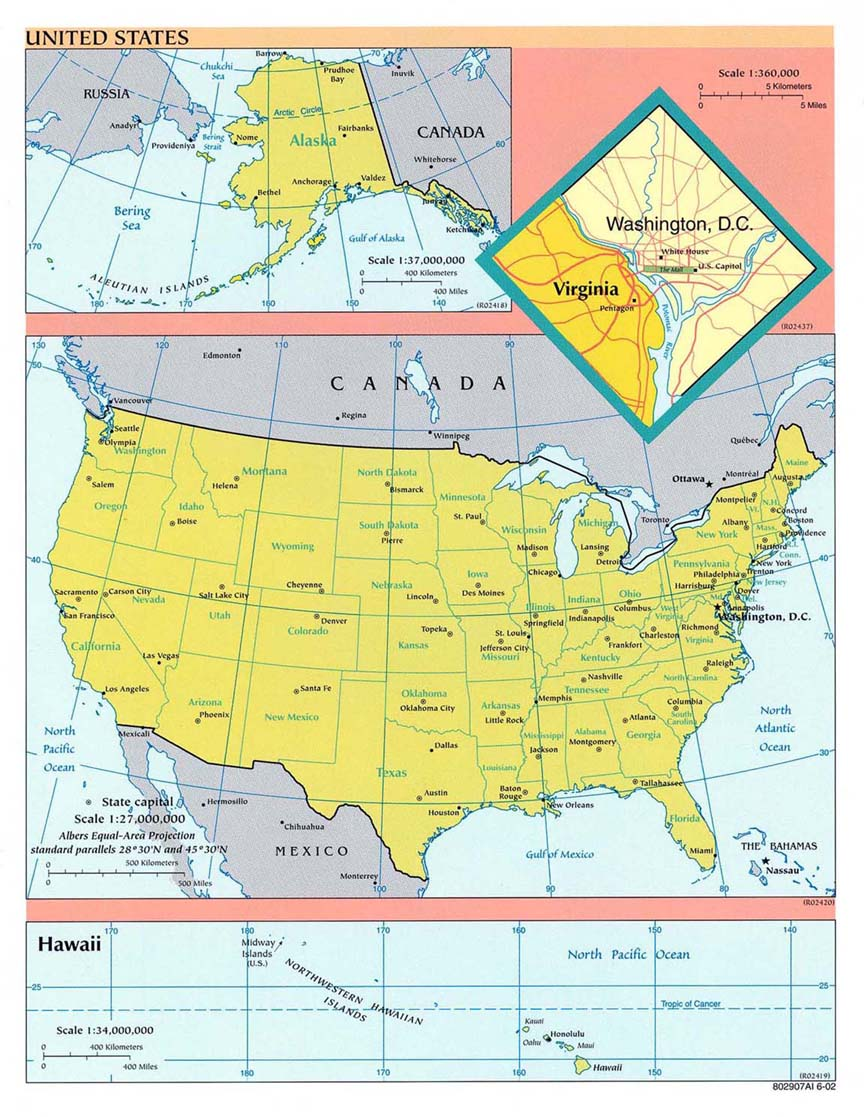
• Document:

Marriage License/Birth Certificate

In my unit plan, I have planned to use my personal marriage license and birth certificate to show the students the information that they can use to understand some of their family history. I would like for them to understand that they can use these documents to find out factual data to include dates of birth and marriage, along with the places in which these two documents were completed. They should also be able to identify that the birth certificate states the name of parents. Also they would be able to notice times of birth and the hospital where I was born. I plan to explain that the information we gather from these documents can extend into the ways we discover history. We will be able to look at the times and places of these and learn about what then and in that particular place. We could make connections between ourselves and out relatives and find out more about ourselves as we research the information provided.

• Map:

United States Map



I plan to use two different maps in my unit during my social studies period. One will be of the United States and the other will be of the world. I would like to use this as a bulletin board of places where our families have lived and where they come from. We can begin by placing pushpins in one specific color in the places that we have personally lived (using name tags for each student) and then use the world map to show where our families are from by using a different color pushpin. Using this primary source will allow students to get a visual about regions that they have lived in and those that their ancestors are from. This will allow the students to extend their understanding of social studies through more extensive research based on the areas that they mark, and will help them understand how those places have influenced their personal identity. Looking at these places can also help them understand where their family traditions are from and the areas to associate certain languages that are spoken. Basically, visually seeing these areas can drive them to further research.

Photograph:

My personal photographs of family members and me that describe my culture:



In my unit, I will be also providing examples of photographs of my own childhood and family. I will be modeling how we can gather information about our family through these photographs. However, students will be asked to bring in their own photographs that will tell their own stories of family. For example, in the picture above, my Godparents are holding me at my baptism. I would explain to the students that using this portrait would help me understand my culture through the ceremony that is shown. This shows the religion primarily practice in my family, Catholicism. We would also be able to see the clothing that is worn shows the time period in which the picture was taken. Also we could take in consideration the age that I am in this photo. However, in photos brought in by the students, there will be a lot of different information to gather from them. Pictures they bring might exemplify traditions there family practices, places they have lived, or other culturally significant information. I would discuss the individually the importance of these types of primary sources and how they relate to understanding our culture and our own identity. Students will use the information gathered from all of these sources to complete a family tree and a family history narrative.